



Gold Seal Lesson

Author(s): Marsha Kucker			Lesson Title: Stamp Out Killer Statements			
Grade Span			ICLE Application Model			
K-4 x	5-8	9-12	A	B	C	D x

Instructional Focus:

Writing –

Students write for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.

Listening –

Students listen for a variety of purposes appropriate to the grade level.

Speaking –

Students speak for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.

Performance Task

Students need to understand how negative statements affect their friendships. This lesson will help students focus on positive statements and make others feel important. Thus, they should gain more friends.

1. Ask the class to think of all the different things to do or say that would make another person feel special, important, worthwhile and lovable. Ask the class, “How often do your friends and classmates do or say these things?” If there are few positive responses, ask them to give reasons why this is so.
2. Explain that among students this age it’s just as common for people to tear each other down as it is for them to build each other up. However, point out that to be a good friend and have more friends, the students need to stamp out “killer” statements and frequently use “build-up” statements. Also, killers and build-ups can be either verbal or nonverbal. For example:

BUILD UP STATEMENTS	KILLER STATEMENTS
VERBAL:	VERBAL
“I like what you are wearing today”	“You stink”
“Boy, you really did that well”	“You’re no good at that”
“Can I help you?”	“That’s a dumb answer”
NON-VERBAL	NON-VERBAL
Patting someone on the back	Turning or looking away
Smiling at someone	Making a face/raising eyebrows

Tell students that today they are going to practice stamping out killer statements with build-up statements. Tape large sheets of newsprint on the chalkboard. Ask students to brainstorm killer statements as they are recorded on the newsprint. Agree ahead of time that no swear words are allowed. You may want to cut the newsprint into the shape of a large mouth or another symbol that can be stamped out. You will place feet over it later in the lesson.

3. When ideas seem to be exhausted, review with the class. Ask, “What effect will these statements have on students?” “How will this affect friendships?”
4. Hand out paper, scissors, markers, and tape to the class. Ask students to cut the shapes of large feet out of paper and write positive build-up statements on the feet. If necessary, give examples such as the following: “I like the way you did that,” or “You’re cool”
5. To complete the activity, the student may tape the footprints over the negative statements – thereby stamping out the killer statements with build-ups.
6. When the students are finished taping their footprints, read a few of the build-up statements and discuss. Ask, “What effect do you think these statements will have on others?”

ICLE Essential Skills

Follow oral or written directions. (ela 4)
Express opinions clearly and forcefully without interrupting or insulting others. (ela 16)
Use brainstorming, role playing, and standard problem solving strategies to define a problem and suggest solutions. (ela 19)
Participate, sometimes leading, in group meetings by contributing, taking turns speaking, and working toward a common goal. (ela 20)
Make informed judgments about the content, organization, and delivery of spoken communication. (ela 32)
Use writing as a tool for learning in formats such as learning logs, laboratory reports, note taking, journals and portfolios. (ela 40)
Ask questions of others that encourage them to participate, elaborate, and contribute to understanding topics under discussion. (ela 48)
Gather information such as data, facts, ideas, concepts, and generalizations from oral sources. (ela 51)

Scoring Guide:

See attachment: Stamp Out Killer Statements Scoring Rubric.

Keywords

English Language Arts	Mathematics	Science
Reading	Algebra	Earth Science
Writing Integration Spelling	Geometry	Life Science
Communications Discussion Listening Visuals	Statistics	Chemistry
Literature	Calculus	Physics
Other	Trigonometry	Other
	Other	

STAMP OUT KILLER STATEMENT SCORING RUBRIC

	RARELY	SOMETIMES	OFTEN	ALMOST ALWAYS
	1 POINT	2 POINTS	3 POINTS	4 POINTS
PARTICIPATED IN GROUP ACTIVITIES				
Participated in group discussion without prompting				
Contributed to the discussion				
Did not try to dominate group or interrupt others				
STAYED ON TOPIC				
Stayed on task, did not change subject				
Made comments aimed at getting group back on topic				
Paid attention to group's discussion and/or efforts				
OFFERED USEFUL IDEAS				
Gave ideas and suggestions that helped the group				
Offered helpful criticism and comments				
Positively influenced the group's decisions and plans				
WAS CONSIDERATE OF OTHERS				
Made positive remarks about other members' ideas				
Gave recognition and credit to others for their ideas				
Did not "put down" other group members				
INVOLVED OTHERS				
Got others involved by asking questions, challenging others				
COMMUNICATED CLEARLY				
Spoke clearly and was easy to hear				
Expressed ideas clearly and effectively				
TOTAL POINTS				